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ABSTRACT

The second edition of this annotated bibliography on linguistics, psycholinguistics, and the teaching of reading contains 40 percent more publications than the earlier edition, which covered works through 1967. The citations include a full range of points of view, topics, and authors' special fields and ask the readers to read a number of the references relating the applications of linguistics and psycholinguistics to reading instruction to develop their own criteria for judging reading materials. Citations are arranged under the following categories: (1) the background of linguistics and language study; (2) comprehension, semantics, and meaning; (3) curriculum; (4) dialects and related problems; (5) general application of linguistics and psycholinguistics to reading; (6) instruction in reading; (7) intonation; (8) relationship between oral and written language; (9) research; (10) syntax and grammar; (11) the reading teacher and linguistics; (12) theories of reading; and (13) word recognition. (HS)

LINGUISTICS, PSYCHOLINGUISTICS, AND THE TEACHING OF READING

An Annotated Bibliography

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1971

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INTRODUCTION

The first edition of this annotated bibliography covered work through 1967. In the introduction to that edition we commented that there were very few works dealing with the application of linguistics to reading and reading instruction published prior to 1960. The production of such works has continued to accelerate since 1967. Though many early entries have been dropped and recent articles have been more rigorously screened this second edition includes 40 percent more publications.

In the earlier edition a trend away from preoccupation with letter/sound relationships, toward a broad application of linguistics, was noted. This trend has expanded to the point where we have felt it necessary to retitle the bibliography to include the term psycholinguistics.

Linguistics is the scientific study of language. *Psycholinguistics* deals with the relationships of thought and language. Since reading is one of the four language processes it may be dealt with through linguistics. Readers, on the other hand, are users of language. They attempt to get meaning from written language and thus are engaged in a psycholinguistic process. Linguistic and psycholinguistic applications in reading are not easily separable particularly when reading as a process or learning to read is dealt with.

In selecting publications to include in this bibliography we have attempted to include a full range of points of view, topics, and authors' special fields. Our concern has been to provide as extensive a bibliography as possible without undue redundancy.

Articles have been excluded if they are simply summaries or restatements of the work or positions of others.

In the earlier edition we included some articles that dealt with specific reading materials that claimed linguistic validity. In the last few years, however, virtually all reading programs published have made claims to being linguistically based or incorporating the advice of a linguistic consultant. For this reason we have not included any listing of instructional materials, since such a list would be meaningless. Instead, the editors urge readers to read a number of the references relating the applications of linguistics and psycholinguistics to reading instruction to develop their own criteria for judging materials.

In selecting items for inclusion, we have tried to avoid eliminating any item because it conflicts with our own beliefs and theories. On the other hand we have tried to exclude works that were based on misconceptions or misrepresentations. We are not disinterested bystanders in this field; our own writings cited here should make clear where our research and thought have led us. We hope we have not let our own biases enter into our judgments. If inadvertantly they have crept into our annotations we hope the user of this bibliography will take that as evidence of our convictions and not a lack of scholarly objectivity.

There are important references not cited here. We have confined ourselves to works readily accessible to most teachers, researchers, specialists, and students. Research reports of unpublished studies are frequently available in microfilm or hard copy from Eric/Crier, Bloomington, Indiana.

There have been a number of doctoral studies in recent years that have explored linguistic and psycholinguistic applications. A few which have been published are cited. Others are listed in *Dissertation Abstracts* or are available through University Microfilms in film or hard copy.

Finally, though we've tried to cover all possible sources, in an interdisciplinary literature search it is never possible to guarantee that some important reference has not been missed. We ask the user not to interpret omission from this bibliography as an implicit judgment of any work.

Y.M.G.
K.S.G.

BACKGROUND: LINGUISTICS AND LANGUAGE STUDY

BERKO, JEAN, and ROGER BROWN. "Psycholinguistic Research Methodology," *Handbook of Research Methods in Child Development.* New York: John Wiley and Sons, 1960, 517-560.

Presents a thorough overview of descriptive linguistics. The authors discuss the phonological, morphological, syntactical, and referent system of English. Major studies and methods concerning children's acquisition of language are described and the necessary interrelationships between linguistics and psychology are suggested.

CALITRI, CHARLES J. "On Language and Human Dignity," *High Points,* 33 (Winter 1968), 35-37.

States that "the process of becoming aware of the self . . . and the process of language are inseparable . . . ."

CARROLL, JOHN B. *The Study of Language.* Cambridge, Massachusetts: Harvard University Press, 1963.

Describes the field of linguistics in the United States. In a chapter on "Language and Education," Carroll suggests teaching words in families through sound-symbol relations. He believes that oral language development must be allowed to run ahead of reading development.

ERVIN, SUSAN M., and WICK R. MILLER. "Language Development," in H. W. Stevenson (Ed.), *Child Psychology,* Sixty-Second Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1963, 108-143.

Presents a very complete summary of the rapid progress being made, particularly in America and Russia, in understanding how children acquire language.

JACOBS, RODERICK A. "A Short Introduction to Transformational Grammar," *Education,* 86 (November 1965), 138-141.

Defines and sets forth simplified rules in relation to transformational grammar.

JACOBSON, RUDOLPHO (Ed.). "English to Speakers of Other Languages and Standard English to Speakers of Non-Standard Dialect," *English Record,* 21 (April 1971).

Offers a large collection of papers centered around the general topic of linguistic and cultural pluralism.

LENNEBERG, ERIC H. "On Explaining Language," *Science,* 164 (May 1969), 635-643.

Puts language development in the context of developmental biology.

LOBAN, WALTER. *The Language of Elementary School Children,* National Council of Teachers of English, Research Report No. 1. Champaign, Illinois: National Council of Teachers of English, 1963.

Reports a longitudinal study of language development in a group of West Coast children who were followed from kindergarten through high school. This is the first report covering the elementary school years. Fresh approaches to language study characterize this research. A number of conclusions relate to reading and language development.

LOBAN, WALTER. *Language Ability: Grades 7,8,9*, Cooperative Research Project No. 1131. Berkeley: University of California, 1964.

Gives Loban's follow-up report on the same group of children.

LOWRY, HEATH W. "A Glossary of Terms–Linguistics," *Reading Teacher*, 22 (November 1968), 136-144.

States that the author's purpose is "to introduce the user to a linguist's basic vocabulary." Seventy-two connotative meanings are given.

SABLESKI, JULIA A. "A Selective Annotated Bibliography on Child Language," *Linguistic Reporter*, 7 (April 1965).

Includes work on language acquisition by writers in various countries.

SHUY, ROGER. *Discovering American Dialects*. Champaign, Illinois: National Council of Teachers of English, 1967.

Presents a basic introduction to the concepts of dialectology, which includes many illustrations of how American dialects differ.

STRICKLAND, RUTH G. "The Language of Elementary School Children: It's Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children," *Bulletin of School of Education*, Indiana University, 38 (July 1962).

Contains a series of related studies that uses linguistic description of the structure of children's language and compares it to the structure of the language in their reading books. It is generally the same analysis used by Loban. The study supports the contention of many linguists that children come to school with a fairly complete mastery of the structure of English.

COMPREHENSION, SEMANTICS, AND MEANING

BICKLEY, A. C., BILLIE J. ELLINGTON, and RACHEL T. BICKLEY. "The Cloze Procedure: A Conspectus," *Journal of Reading Behavior*, 2 (Summer 1970), 232-249.

Presents a comprehensive review of research in the cloze procedure in relation to readability, comprehension, language, and methodology.

BORMUTH, JOHN R. "The Cloze Readability Procedure," *Elementary English*, 45 (April 1968), 429-436.

Outlines cloze readability procedures for classroom use to determine difficulty of instructional materials. A case for the validity of cloze procedures is presented.

BORMUTH, JOHN R. "An Operational Definition of Comprehension Instruction," in Kenneth S. Goodman and James T. Fleming (Eds.), *Psycholinguistics and the Teaching of Reading.* Newark, Delaware: International Reading Association, 1968, 48-60.

Rejects much of the research on reading comprehension because it has been based on too vague a notion of what comprehension is. Bormuth advances his own definition: the ability "to acquire and exhibit information gained as a consequence of reading printed language."

BORMUTH, JOHN R., et al. "Children's Comprehension of Between and Within Sentence Syntactic Structure," *Journal of Educational Psychology*, 61 (May 1970), 349-357.

Conceptualizes three classes of skills by which knowledge is acquired from written language. Questions were produced by transforming syntactic structures used to operationally define each skill. Performance by fourth grade subjects on the tasks was surprisingly poor.

FILMER, HENRY T. "Linguistics and Reading Comprehension," *Education*, 86 (November 1965), 158-161.

Presents Piaget's developmental stages using Alfred Whithead's classifications. The author relates these to linguistics and reading comprehension.

IVES, SUMNER. "Some Notes on Syntax and Meaning," *The Reading Teacher*, 18 (December 1964), 179-183.

Discusses the importance of syntax in comprehension and ways of teaching it.

KINGSTON, ALBERT J., and WENDELL W. WEAVER. "Recent Developments in Readability Appraisal," *Journal Of Reading*, 11 (October 1967), 44-47.

Reviews the history of readability concerns and compares historical readability formulas with new ones like the cloze procedures. The authors present limitations of readability formulas.

MOIR, HUGHES. "Linguistic Factors Related to Style and Meaning in Written Language," *Elementary English,* 47 (February 1970), 215-222.

Explores the relation between the style of written material (including phonology, syntax, and semantics) and comprehension. Moir cites differences between oral and written language in terms of criteria for evaluating children's reading materials and research on children's language patterns.

RUDDELL, ROBERT B. "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension," *Reading Teacher,* 18 (January 1965), 270-275.

Summarizes the author's award winning dissertation. Ruddell studied the relationship of comprehension to similarity of structure between the child's language and his reading material. He found that reading material high in low frequency patterns was harder to comprehend.

SIMONS, HERBERT D. "Reading Comprehension: The Need for a New Perspective," *Reading Research Quarterly,* 6 (Spring 1971), 338-363.

Criticizes research in reading comprehension. Simons suggests that the view of comprehension should be centered around reader ability to recover the deep structure of the sentence.

WEAVER, WENDELL, et al. "Information–Flow Difficulty in Relation to Reading Comprehension," *Journal of Reading Behavior,* 1 (Summer 1969), 41-49.

Discusses information processing systems in humans and attempts to relate storage and retrieval phenomena to reading comprehension.

CURRICULUM

FRIES, CHARLES C. "Linguistics and Reading Problems at the Junior High School Level," in J. Allen Figurel (Ed.), *Reading and Inquiry,* 1965 Proceedings, 10. Newark, Delaware: International Reading Association, 1965, 244-247.

Defends author's approach and materials against a variety of criticisms. Fries feels that the use of reading to get meaning from "serious study reading" is the real test of reading ability. Retarded junior high school readers must start at the beginning of his materials though the time necessary for each step will be greatly reduced. Junior high children's reading achievement must be measured against general language competence.

GOODMAN, KENNETH S. "A Communicative Theory of the Reading Curriculum," *Elementary English,* 40 (March 1963), 290-298.

States that current reading curricula are based on knowledge of physiology, psychology, sociology, and growth and development, but not on any systematic understanding of the language itself. Author presents the outlines of a curriculum that is also based on the structure of the language. Stating that language has a central communicative characteristic, he explains how meaning is communicated in American English.

GOODMAN, KENNETH S. "Linguistics in a Relevant Curriculum," *Education,* 89 (April–May 1969), 303-306.

Suggests principles from linguistics which can be used as input into school language programs. Goodman lists goals for such a program.

GOODMAN, KENNETH S. "Behind the Eye: What Happens in Reading," in K. S. Goodman and Olive S. Niles (Eds.), *Reading: Process and Program.* Champaign, Illinois: National Council of Teachers of English, 1970, 3-38.

Describes the reading process in considerable detail. Reading is defined and how the process varies in reading different materials is considered. Implications for the reading curriculum are discussed.

HODGES, RICHARD E. "Linguistics, Psychology, and the Teaching of English," *Elementary School Journal,* January 1966, 208-213.

Examines English programs in elementary schools in light of new insights about the structure and function of language and the learning of language. Implications for English curriculum and instruction includes rational exploration of the structure and function of language and the need to integrate all aspects of language arts.

SMITH, E. BROOKS, ROBERT MEREDITH, and KENNETH S. GOODMAN. *Language and Thinking in the Elementary School.* New York: Holt, Rinehart and Winston, 1970.

Presents an expansion view of language development and a language-centered view of the curriculum. One chapter deals with the process of reading and another with the teaching of reading.

DIALECTS AND RELATED PROBLEMS

AARONS, ALFRED C., BARBARA Y. GORDON, and WILLIAM A. STEWART. "Linguistics–Cultural Differences and American Education," *Florida FL Reporter,* 7 (Spring/Summer 1969).

Contains a collection of readings on linguistics and cultural differences and the implications for classroom teaching. Although few articles deal with reading, the information presented and the issues explored will be of interest to teachers of children with culturally diverse backgrounds.

BARATZ, JOAN C., and ROGER W. SHUY. *Teaching Black Children to Read.* Washington, D. C. Center for Applied Linguistics, 1969.

Contains a collection of original and reprinted articles which present a range of positions on how reading instruction should respond to dialect differences.

MALMSTROM, JEAN, and ANNABEL ASHLEY. *Dialects, U.S.A.* Champaign, Illinois: National Council of Teachers of English, 1963.

Offers help to the teacher who is just becoming aware of the importance of dialect differences in oral language and reading.

MARQUARDT, WILLIAM F. "Language Interference in Reading," *Reading Teacher,* 18 (December 1964), 214-218.

Applies the strategies of a second-language teacher to the problem of finding what language behavior and habits a child who speaks English will have and how they will interfere in learning to read it. Author suggests the need for psychological information as well.

ZUCK, LOUIS V., and YETTA M. GOODMAN. *Social Class and Regional Dialects: Their Relationship to Reading,* an annotated bibliography. Newark, Delaware: International Reading Association, 1971.

Presents an extensive bibliography of articles dealing with social, regional, and ethnic dialects as they relate to the teaching and learning of reading. (Since the Zuck-Goodman bibliography complements this work, we have included only a minimal number of related selections.)

GENERAL APPLICATIONS OF LINGUISTICS AND PSYCHOLINGUISTICS TO READING

BARNHART, CLARENCE. "Review of Fries' *Linguistics and Reading*," *Language*, 41 (1965), 176-184.

Reviews Fries' book and makes an interesting comparison of the views of Bloomfield, Henry Lee Smith, Lefevre, and Fries on the teaching of reading.

BERKO, JEAN. "The Child's Language and Written Language," *Education*, 85 (November 1965), 151-153.

Suggests that the closer the relationship is between the child's spoken language and the written language, the easier learning language related activities should be.

CARROLL, JOHN B. "Linguistics and the Psychology of Language," *Review of Educational Research*, 34 (April 1964), 119-126.

Reviews literature for the preceding three years. A bibliography, 1957-1964, is provided of contributions of linguistics and psycholinguistics to language arts and reading.

FRIES, CHARLES C. *Linguistics and Reading*. New York: Holt, Rinehart and Winston, 1964.

Presents a scholarly review of the history of reading instruction, a nontechnical review of descriptive linguistics (available as a separate paperback), and the author's own model of reading instruction. This last is based on minimal contrasts of spelling patterns. In linguistic terms, it is a morphophonemic, rather than a phonemic approach. The child learns to associate graphic sequences with sound sequences.

GOODMAN, KENNETH S. "The Linguistics of Reading," *Elementary School Journal*, 64 (April 1964), 355-361.

Contends that early linguistic approaches to reading by Bloomfield, Fries, and Henry Lee Smith drew only on phonemics and were not complete by linguistic or pedagogic standards. Goodman calls for integration of linguistic knowledge with existing psychological, sociological, physiological, and educational knowledge to produce a new synthesis. He states that the educator must play the central role in this process.

HILLERICH, R. L. "Linguistic Efforts in Reading: An Appraisal," *National Elementary Principal*, 48 (September 1968), 36-43.

Raises questions based on four linguistic principles to suggest that linguists must go beyond phoneme-grapheme correspondence in implications for the teaching of reading.

LEFEVRE, CARL A. *Linguistics and the Teaching of Reading*. New York: McGraw-Hill, 1964.

Presents a view of linguistics and reading which makes the sentence the focal point and puts great stress on intonation and syntax. Words and phoneme-grapheme correspondences are not important in Lefevre's approach. This book is as much a book on linguistics for teachers of reading as it is anything else.

LEFEVRE, CARL A. "A Comprehensive Linguistic Approach to Reading," *Elementary English*, 42 (October 1965), 651-659.

Argues for a synthesis of many views to produce a linguistically valid system of reading instruction. Lefevre discusses Bloomfield, Fries, and his own sentence approach.

MARQUARDT, WILLIAM F. "Linguistics and Reading Instruction: Contributions and Implications," in H. Alan Robinson (Ed.), *Recent Developments in Reading*. Chicago: University of Chicago Press, 1965, 112-121.

Discusses statements distilled from a conference on the "Universals of Language" concerning the nature of language; structure of language; geography of language; psychology of language; meanings of language. Author suggests implications for the reading teacher.

SMITH, FRANK. *Understanding Reading*. New York: Holt, Rinehart and Winston, 1971.

Advances a reading theory built on psycholinguistics, psychology, and information theory. Smith's basic contention is that reading is characterized by a continuous attempt to "reduce uncertainty." Identifying letters or words involves different tasks than searching for meaning and requires the reader to use more information than is otherwise needed.

WARDHAUGH, RONALD. "Linguistics–Reading Dialogue," *Reading Teacher*, 21 (February 1968), 432-441.

Presents a sophisticated discussion of the linguistic principles important to the reading process. The author reviews relevant historic positions; adds the theoretical positions of Chomsky, Foder, and Katz; and relates these to comprehension.

WARDHAUGH, RONALD. *Reading: A Linguistic Perspective*. Harcourt, Brace and World, 1969.

Brings linguistics to focus on reading and the teaching of reading. Although Wardhaugh writes from the vantage point of generative-transformational linguistics, he assumes no prior knowledge of linguistics in his readers. He, therefore, provides a thorough if rapid background before he presents a broadscale application to reading.

WARDHAUGH, RONALD. "Is the Linguistic Approach an Improvement in Reading Instruction?" in Nila Banton Smith (Ed.), *Current Issues in Reading*, 1968 Proceedings, Volume 13, Part 2. Newark, Delaware: International Reading Association, 1969, 254-267.

Reviews what has commonly been seen as "the linguistic approach" and argues that what has been missing is application of transformational grammar and

recent progress in linguistics. Wardhaugh concludes that linguistics deals with basic questions in reading and that there is no linguistic method; rather there are linguistic perspectives which can be applied to reading instruction.

WEBER, ROSE-MARIE. *Linguistics and Reading.* Washington, D. C.: Center for Applied Linguistics, 1970.

Gives an overview of the aspects of linguistics which have been brought to bear on the knowledge of child language and the relationship between spoken and written language. Weber also explores how these relate to the teaching of reading and the reading process.

INSTRUCTION IN READING

BETTS, EMMETT A. "Reading: Perceptual Learning," *Education,* 89 (April/May 1969), 291-297.

Presents aspects of the complex relationship between spellings and speech needed by beginning readers from the point of view of categorizing specific patterns, identifying key parts of words which do not fit the spelling patterns, and learning how to make decisions regarding which of the first two are to be selected. Betts also relates this to the importance of language context.

BLOOMFIELD, LEONARD, and CLARENCE BARNHART. *Let's Read: A Linguistic Approach.* Detroit: Wayne State University Press, 1962.

Presents Barnhart's edited and published material developed by Bloomfield decades earlier. Bloomfield, drawing entirely on phonemics, wanted to teach grapheme-phoneme correspondences by presenting one-syllable words in which the relationships were regular (one to one). Meaning was unimportant in his system. This volume includes Bloomfield's *Elementary English Review* articles, published in 1942.

CARROLL, JOHN B. "Some Neglected Relationships in Reading and Language Learning," *Elementary English,* 43 (October 1966), 577-582.

Poses the question, "Since children master all essential parts of their native language by age six or seven, is it possible for children to learn to read in the same natural way?" Carroll then compares and contrasts learning to read and learning the native language. He suggests that reading instruction should alternate between periods of carefully controlled sequences and periods in which the natural language of the text should be presented.

GOLDBERG, L., and D. RASMUSSEN. "Linguistics and Reading," *Elementary English,* 40 (March 1963), 242-247.

Describes use of a method and the materials derived from Bloomfield's phonemic approach.

GIBSON, ELEANOR J. "Learning to Read," in Harry Singer and Robert Ruddell (Eds.), *Theoretical Models and Processes in Reading.* Newark, Delaware: International Reading Association, 1970, 315-334.

Presents a theory of learning to read which assumes three phases: 1) learning to differentiate graphic symbols, 2) learning to decode letters to sounds, and 3) using progressively high-order units of structure. Experimental studies on these phases are described.

MENOSKY, DOROTHY, and KENNETH GOODMAN. "Unlocking the Program," *Instructor,* 80 (March 1971), 44-46.

Presents the need for teaching reading within the context of natural language. The authors reject the concept of teaching from part to whole in reading.

MOUNTFORD, JOHN. "Some Psycholinguistic Components of Initial Standard Literacy," *Journal of Typographic Research,* 4 (Autumn 1970), 295-306.

Presents a psycholinguistic view of literacy and acquisition of literacy within a broad linguistic framework. Mountford contrasts acquisition of "linguacy" in its initial form, "articulacy" (oral language), with extension of "linguacy" to a second language and to a second medium, literacy. Contrasts between literate and nonliterate language users are established.

NATCHEZ, G. "From Talking to Reading Without Really Trying," *Reading Teacher,* 20 (January 1967), 339-421.

Suggests that universal acquisition of child language makes it possible for reading to be acquired through learning at one's own pace with continuous pride and excitement in accomplishment.

OLSEN, HANS C., JR. "Linguistics and Material for Beginning Reading Instruction," in Kenneth S. Goodman (Ed.), *The Psycholinguistic Nature of the Reading Process.* Detroit: Wayne State University Press, 1968, 271-287.

Examines several programs for teaching reading which claim to be based on linguistics, use linguistics knowledge, or employ a linguistic method. Olsen attempts to assess the validity and meaning of these claims.

SEBESTA, SAM LEATON. "How to Wash an Elephant," *Instructor,* 78 (December 1968), 56-62.

Describes the reading process as perceiving symbols, translating or decoding into silent or audible speech, comprehending, and then applying referents to achieve meaning. Decoding takes place syntactically, morphologically, and phonemically. Comprehension requires interpretation, critical examination, and a grasp of the author's meaning.

SMITH, HENRY LEE, JR. "Review of *Let's Read:* A Linguistic Approach by Leonard Bloomfield and Clarence L. Barnhart," *Language,* 39 (January-March 1963).

Analyzes the ideas of Bloomfield on reading and thereby points up the contrasts with the author's own views.

SOFFIETTI, JAMES P. "Why Children Fail to Read: A Linguistic Analysis," *Harvard Education Review,* 21 (Spring 1955), 63-84.

Relates that Soffietti taught reading and writing at the same time to reinforce each other. He began with grapheme-phoneme correspondences. In a second phase he taught responses to other linguistic cues.

VENEZKY, RICHARD L., ROBERT C. CALFEE, and ROBIN S. CHAPMAN. "Skills Required for Learning to Read," *Education,* 89 (April-May 1969), 298-302.

Presents the types of skills needed by first graders to follow directions and carry out various tasks in oral language and letter sound relationships in order to learn to read. The authors indicate how complex these interrelationships are and how important it is to diagnose problems adequately before instruction takes place.

WARDHAUGH, RONALD. "Theories of Language Acquisition in Relation to Beginning Reading Instruction," *Language Learning*, 21, (no. 1), 1-26.

Presents a comprehensive review of research which is part of the USOE Targeted Research Literature Search. Wardhaugh concludes that all children already are well on their way to linguistic maturity when they are asked to learn to read. He raises doubts about the relevance of theories of language acquisition to beginning reading instruction.

INTONATION

LEFEVRE, CARL A. "Reading: Intonation and Punctuation," *Education,* 87 (May 1967), 525-530.

States that reading is greatly enhanced by the awareness of intonational features of English. Lefevre presents aspects of intonation including stress-timed rhythm, voice terminals and associated pauses, intonation and punctuation to facilitate instruction.

LLOYD, DONALD. "Intonation and Reading," *Education,* 85 (May 1964), 538-541.

States that knowledge from linguistic research related to intonation may be more useful to teachers of reading than the systems of sound relationships. Reading should be related to the spoken language of the reader and intonation is an important aspect of this.

LLOYD, DONALD. "Reading American English Sound Patterns," *A Monograph for Elementary Teachers.* New York: Row, Peterson, 1962.

Presents an easily understood discussion of the importance of intonation in reading for meaning.

PIVAL, JEAN, and GEORGE FAUST. "Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked With Weak Stress," *Elementary English,* 42 (December 1965), 861-865.

Discusses application of a linguistic concept involving stress shifts to reading.

PIVAL, JEAN G. "Stress, Pitch, and Structure: Tools in the Diagnosis and Treatment of Reading Ills," *Elementary English,* 45 (April 1968), 458-463, 467.

States that oral reading can provide insights into a reader's inability to use intonation characteristics properly. According to the author, the reader needs to be aware of intonation patterns. Stress, pitch, and structure are defined and suggestions for instruction are presented.

TYLER, PRISCILLA. "Sound Patterns and Sense," *Education,* 84 (May 1963).

Discusses the relationship of stress, pitch, and juncture to listening and reading comprehension.

RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE

ALLEN, HAROLD B. "Ambiguous Phonetics," *Elementary English,* 45 (May 1968), 600-601.

States that phonics asks the question "What do these letters represent?" Phonetics is the scientific study of the sounds made by the human speech organs. Allen discusses each and the importance of distinguishing these terms.

BAILEY, MILDRED H. "The Utility of Phonic Generalizations in Grades One Through Six," *Reading Teacher,* 20 (February 1967), 413-418.

Redoes Clymer's study on phonic generalizations in primary grades to grades one to six using eight basals excluding single word occurances, place names, proper names, and foreign words. Out of 45 generalizations only 5 were simple to understand and apply to large numbers of words with few exceptions.

BOIARSKY, CAROLYN. "Consistency of Spelling and Pronunciation Deviations of Appalachian Students," *Modern Language Journal,* 53 (May 1969), 347-350.

Reports a study on the relationship between spelling and pronunciation of Appalachian students. Boiarsky's conclusions suggest that Appalachian dialect is associated with spelling performance. Although reading is not discussed there is information presented which may be of interest to some reading teachers.

CARTERETTE, EDWARD C., and MARGARET H. JONES. "Phoneme and Letter Patterns in Children's Language," in Kenneth S. Goodman (Ed.), *The Psycholinguistic Nature of the Reading Process.* Detroit: Wayne State University Press, 1968, 103-165.

Studies the sequential constraints on letters in a variety of written texts. The authors also studied sequential constraints on phonemes in children's speech at the same grade levels.

DOWNING, JOHN. "A Psycholinguistic Theory for i.t.a.," *Elementary English,* 47 (November 1970), 953-961.

Relates this orthographic innovation to psycholinguistic theory.

GIBSON, ELEANOR J., et al. "The Role of Grapheme-Phoneme Correspondence in the Perception of Words," *American Journal of Psychology,* 75 (December 1962), 554-570.

Presents the authors' study of whether written words are critical units of language for the reading process. Authors hypothesized that a unit is constituted by spelling to sound correspondence and that reading consists of decoding graphic material to the phonemic patterns of spoken language. Meaning is rejected as a variable in word recognition. A good brief review of literature and related research on word and letter recognition is presented.

GRAHAM, RICHARD T., and E. HUGH RUDORF. "Dialect and Spelling," *Elementary English,* 47 (March 1970), 363-376.

Reports a study to discover whether sixth graders would exhibit significant differences in their spelling errors as related to phonetic differences in their dialects. Although not specifically related to reading, there is interesting data presented with suggestions for further research projects.

HALLE, MORRIS. "Some Thoughts on Spelling," in Kenneth S. Goodman and James T. Fleming (Eds.), *Psycholinguistics and the Teaching of Reading.* Newark, Delaware: International Reading Association, 1969, 17-24.

Presents Halle's argument that English orthography is not the hodgepodge that it is normally assumed to be but is in fact a good fit for English phonology.

HIGGINBOTTOM, ELEANOR M. "A Study of the Representation of English Vowel Phonemes in the Orthography," *Language and Speech,* 5 (1962), 67-117.

Reports a study which sought to correlate the phonemes of English speech with the graphemes of writing, as part of a program to make it possible for a machine to read graphemic sequences and derive spoken forms.

LEFEVRE, CARL A. "The Trouble With Phonics: Some Constructive Suggestions," in M. S. Johnson and R. A. Kress (Eds.), *Thought-Language-Reading,* 1969 Annual Reading Institute. Philadelphia: Temple University, 1970, 47-56.

Presents sound linguistic information regarding phonetics, phonemics and graphics, after presenting some misconceptions teachers have regarding phonics. Lefevre also makes the case for differentiating spelling from reading and writing.

SEBESTA, SAM LEATON. "If Sounds and Letters Should Agree," *Education,* 8 (November 1965), 146-150.

Reviews methods and devices to improve the sound-to-letter relationship of English. Sebesta discusses use of diacritical marks, i.t.a., linguistically based sound-symbol relationship, and rejects the notion of distorting pronunciation to fit the writing system.

SEBESTA, SAM L. "My Son, the Linguist and Reader," *Elementary English,* 42 (February 1968), 233-235, 242.

Takes issue with learning to read through consistent sound-letter relationship.

VENEZKY, RICHARD L. "Reading: Grapheme-Phoneme Relationship," *Education,* 87 (May 1967), 519-524.

Presents results of studies analyzing English spelling-to-sound correspondences. Venezky considers the concept of markers important in English orthography and lists some of them and their rules. He suggests these rules for the teaching of reading.

VENEZKY, RICHARD L. "English Orthography: Its Graphical Structure and Its Relation to Sound," *Reading Research Quarterly,* 2 (Spring 1967), 75-105.

Suggests that the translation of written symbols to sound is the only language

skill unique to reading, questions some sacred cows in reading, and offers alternate factors. The article thoroughly summarizes patterns of the 20,000 most common words in English for translating from spelling to sound.

WARDHAUGH, RONALD. "A Linguist Looks at Phonics," *Elementary English*, 48 (January 1971), 61-66.

Examines certain understandings about linguistics necessary to those involved in reading instruction. Wardhaugh attempts to dispel many misconceptions teachers have about phonetics as well as phonics instruction.

WEIR, RUTH H., and RICHARD VENEZKY. "Spelling-to-Sound Patterns," in Kenneth S. Goodman (Ed.), *The Psycholinguistic Nature of the Reading Process*. Detroit: Wayne State University Press, 1968, 185-199.

Reports a careful study of spelling-to-sound patterns and shows that these relationships are both more consistent and more complex than they were thought to be.

RESEARCH

AQUINO, MILAGROS, LUDWIG MOSBERG, and MARGE SHARRON. "Reading Comprehension Difficulty as a Function of Content Area and Linguistic Complexity," *Journal of Experimental Education,* 32 (Summer 1969), 1-4.

Explores the relationship between newspaper articles in different content areas of science, television, and human interest with differences of linguistic complexity which might affect comprehension as tested by Cloze test procedures. These were related to reading ability test scores.

BATEMAN, BARBARA. *Reading and Psycholinguistic Processes of Partially Seeing Children,* CEC Research Monographs, Series A, No. 5. Washington: Council for Exceptional Children, 1963.

Correlates the reading ability of partially seeing children with their performance on the Illinois Test of Psycholinguistic Ability. With the exception of the legally blind children, the study showed that central processes are not grossly impaired by sensory input.

BOND, GUY L., and ROBERT DYKSTRA. "The Cooperative Research Program in First-Grade Reading Instruction," *Reading Research Quarterly,* 2 (Summer 1967).

Presents 30 comparative studies of reading methods, some of which deal with programs labeled linguistic. These programs all use phoneme-grapheme correspondence or spelling patterns as a major focus.

BURKE, CAROLYN, and KENNETH GOODMAN. "When a Child Reads: A Psycholinguistic Analysis," *Elementary English,* 47 (January 1970), 121-129.

Illustrates through the detailed analysis of the oral reading miscues of one fourth grade child's reading how such analysis can reveal how the reading process works.

CALFEE, ROBERT C., and RICHARD L. VENEZKY. "Component Skills in Beginning Reading," in Kenneth S. Goodman and James T. Fleming (Eds.), *Psycholinguistics and the Teaching of Reading.* Newark, Delaware: International Reading Association, 1968, 91-110.

Reports a search for component skills and variables that would predict success in reading. Authors found that the tests commonly used in reading readiness and achievement were basically inadequate.

CARTERETTE, EDWARD C., and MARGARET H. JONES. *Contextual Constraints in the Language of the Child,* Cooperative Research Project 1877, 1965, U.S. Office of Education.

Includes research summary, which provides added evidence of the linguistic maturity of six-year-olds. The study also demonstrates basic differences between oral and written language.

CARTERETTE, EDWARD C., and MARGARET HUBBARD JONES. "Statistical Comparison of Two Series of Graded Readers," *American Educational Research Journal,* 2 (January 1965), 13-18.

Presents a series of studies on letter and sound redundancy and constraint. Redundancy is a function of relative frequency (*Q* is much less common than *E*). Constraint refers to limitations on letters occurring in sequence. (*U* can be the only letter to follow *Q*; *H* is much more likely after *T* than *F*.) This study compares two basal readers. Great similarity in redundancy and growth of sequential constraint are shown.

CLAY, MARIE M. "A Syntactic Analysis of Reading Errors," *Journal of Verbal Learning and Verbal Behavior,* 7 (1968), 434-438.

Examines the oral reading of five-year-olds to see if their errors had structural equivalence to the correct response. Clay concludes that a child's control over syntax dominates his reading behavior. She also discovered that her children corrected pronouns more than other parts of speech and single word substitutions more than sequence substitutions.

CLAY, MARIE M. "Reading Errors and Self-Correction Behavior," *British Journal of Educational Psychology,* 39 (February 1969), 47-56.

Describes the overt self-correction behavior of the five-year-olds the author studied for a period of one year reading orally at regular intervals. Both developmental results as well as results based on differences in reading ability are presented. Data concerning substitution phenomena, syntactic constraints, and rates of self-correction are also given.

DAVIS, O. L., and JOAN G. SEIFERT. "Some Linguistic Features of Five Literature Books for Children," *Elementary English,* 44 (December 1967), 878-882.

Reports a study designed to reveal language features used in five books for children. The authors analyzed communicative units, structural patterns, movables, and subordinating structures.

DEVINE, THOMAS G. "Linguistic Research and the Teaching of Reading," *Journal of Reading,* 9 (March 1966), 273-277.

Reviews and interprets a variety of books and articles on linguistics and reading, part of which report research. Devine's focus is on applications useful to teachers of high school and college reading.

GIBSON, ELEANOR J., H. OSSER, and A. D. PICK. "A Study of the Development of Grapheme-Phoneme Correspondence," *Journal of Verbal Learning and Verbal Behavior,* 2 (1963), 142-146.

Presents research which dealt with how rules of correspondence between phonemes and graphemes are learned by first and third grade children. Results indicate that there are some regularities of correspondence between printed and written words which children recognize and can transfer to unfamiliar items.

GOODMAN, KENNETH S. "Analysis of Oral Reading Miscues: Applied Psycholinguistics," *Reading Research Quarterly*, 5 (Fall 1969), 9-30.

Offers a theoretical argument that reading must be considered a psycholinguistic process. Author then presents a taxonomy for the depth analysis of oral reading miscues.

GOODMAN, KENNETH S. "A Linguistic Study of Cues and Miscues in Reading," *Elementary English*, 42 (October 1965), 639-643.

Analyzes miscues—the unexpected responses of readers. The researcher found that primary children could read many words in context which they could not read in lists. He found further that the overwhelming reason for regressions (repetition) in reading was to correct prior errors.

HANNA, PAUL R., et al. "Linguistic Cues for Spelling Improvement," *Elementary English*, 44 (December 1967), 862-865.

Summarizes research which accounted for phoneme-grapheme correspondences in 17,000 different American English words and analyzed the phonological structure underlying the orthography. Conclusions suggest that there is high regularity between phonological elements in oral language and their graphemic representations.

JONES, MARGARET H. "Some Thoughts on Perceptual Units in Language Processing," in Kenneth S. Goodman (Ed.), *The Psycholinguistic Nature of the Reading Process*. Detroit: Wayne State University, 1968, 41-57.

Reviews extensive research on units in language processing and offers the author's own conclusions.

KOLERS, PAUL A. "Reading and Talking Bilingually," *American Journal of Psychology*, 79 (September 1966), 357-376.

States that adult bilingual speakers of French and English were given passages in the two languages with mixed vocabulary. Many inferences are possible from the reaction of the readers to the passages. Perhaps the most significant is that grapheme-phoneme correspondences "explain nothing about comprehension." Kolers also concludes that encoding and decoding are not symmetrical operations.

KOLERS, PAUL A. "Reading Temporally and Spatially Transformed Texts," in Kenneth S. Goodman (Ed.), *The Psycholinguistic Nature of the Reading Process*. Detroit: Wayne State University Press, 1968, 27-40.

Reports experiments conducted by the author which required adult subjects to read passages in which the print was distorted in a variety of ways.

NURSS, J. R. "Oral Reading Errors and Reading Comprehension," *Reading Teacher*, 22 (March 1969), 523-527.

Examines reading errors by second grade children in relation to syntactic complexity in order to assess reading comprehension. Conclusions indicate that evaluation of types of reading errors can give insight into reading comprehension.

O'DONNELL, ROY C. "A Study of the Correlation Between Awareness of Structural Relationships in English and Ability in Reading Comprehension," *Journal of Experimental Education*, 31 (March 1963), 313-316.

Investigates the relationship between reading comprehension and knowledge of grammatical structure. The correlation found was too low to support teaching of structure as a means to better comprehension.

WEAVER, WENDELL W. "The Contribution of Research to Reading Theory," *Journal of Reading Behavior*, 1 (Spring 1969), 3-18.

Argues for theory in reading which can accommodate research findings and delineate needed research. Weaver rejects several linguistic and psychological theoretical positions including nontheory.

WEBER, ROSE-MARIE. "A Linguistic Analysis of First-Grade Reading Errors," *Reading Research Quarterly*, 5 (Spring 1970), 427-451.

Analyzes reading errors according to level of sounds and letters, word structure, grammatical structure, and semantic consistency. Weber discusses the results of each level as well as their interrelationships. Her conclusions indicate that the structure and meaning of language influence how children read and that children grow in their efficient use of letter-sound patterns. She describes the difference between faster and slower moving readers.

WILLIAMS, JOANNA P. "Successive Versus Concurrent Presentation of Multiple Grapheme-Phoneme Correspondences," *Journal of Educational Psychology*, 59 (1968), 309-314.

Presents the author's conclusion from research that it is not necessary to present simplified, regularized patterns of grapheme-phoneme correspondences in reading programs. The research trend indicated that children did better when two phonemes per grapheme were introduced concurrently than when they were introduced at successive trials.

WEINTRAUB, SAMUEL. "Oral Language and Reading," *Reading Teacher*, 21 (May 1968), 769.

Reviews research and concludes that there is little statistical evidence relating oral language facility and reading achievement. Suggests measures of fluency in oral language may be inadequate and calls for further research. A good bibliography follows.

WEINTRAUB, SAMUEL. "Some Implications for Beginning Reading," *Reading Teacher*, 22 (October 1968), 63-67.

Reviews research having implications for beginning reading instruction. Suggests 1) the strength of varied phoneme-grapheme correspondence instruction over constant correspondence; 2) the significance of initial and final consonents in word recognition; 3) the importance of structural and semantic cues within sentences and phrases; 4) evidence of self-learning as well as peer teaching in reading; and 5) the importance of refraining from prompting and correcting pupils in oral reading.

WEIR, RUTH H. *Formulation of Grapheme-Phoneme Correspondence Rules to Aid in the Teaching of Reading,* Cooperative Research Project No. S-039. California: Stanford University, 1964. (Unpublished).

Contains a very significant study of the relationships of English sound and graphic patterns.

WERNER, HEINZ, and EDITH KAPLAN. "Development of Word Meaning Through Verbal Context: An Experimental Study," *Journal of Psychology,* 29 (April 1950), 251-257.

States that by presenting nonsense words in successive contexts the researchers were able to demonstrate how children develop word definitions. Accuracy and speed of acquisition increased from age level to age level.

WISLAND, MILTON, and WESLEY A. MANY. "A Factorial Study of the Illinois Test of Psycholinguistic Abilities With Children Having Above Average Intelligence," *Educational and Psychological Measurement,* 29 (Summer 1969), 367-376.

Presents a critical study of the Illinois Test of Psycholinguistic Abilities. It concludes that the test measures only three factors which account for 79 percent of the test and that the factors are distinct rather than interrelated. A bibliography of other ITPA studies is included.

SYNTAX AND GRAMMAR

ALLEN, ROBERT L. "Better Reading Through the Recognition of Grammatical Relations," *Reading Teacher,* 18 (December 1964), 194-198.

Presents Allen's argument that an analytical system he has devised–sector analysis–may be an effective method to teach children sentence analysis and make them better readers. Sector analysis emphasizes positions in constructions.

BEAVER, JOSEPH C. "Transformational Grammar and the Teaching of Reading," *Research in the Teaching of English,* 2 (Fall 1968), 161-171.

Presents a "look-think-reproduce" theory of reading based on examination of children's reading errors. Beaver concludes that many children's reading errors prove that the process of reading involves the whole grammatical process.

EMIG, JANET A. "Grammar and Reading," in H. Alan Robinson (Ed.), *Recent Developments in Reading.* Chicago: University of Chicago Press, 1965, 125-129.

Discusses the intuitive knowledge children have of grammar, phonology, morphology, and syntax. Emig suggests building reading skills on this intuitive knowledge.

HERRIOT, PETER. "Comprehension of Syntax," *Child Development,* 39 (March 1968), 273-282.

Presents a study which was conducted to see how English children match active and passive sense and nonsense sentences to pictures. The author concludes that syntax of a sentence has semantic reference and that sentence form is more difficult for children to comprehend than form classes.

HUNT, KELLOGG W. "Recent Measures in Syntactic Development," *Elementary English,* 43 (November 1966), 732-739.

Reports that the length of the clause, rather than the sentence, is the best indicator of maturity in writing. Similarly, Hunt demonstrates that materials are difficult to comprehend in proportion to the lengths of clauses, not of sentences.

REDDIN, ESTOY. "Research: Syntactical Structure and Reading Comprehension," *Reading Teacher,* 23 (February 1970), 467-469.

Reviews studies which have dealt with the relationship of the syntactical structure of written material and the awareness of those structures in potential readers.

RUDDELL, ROBERT B. "Reading Instruction in First Grade with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning–Extended into Second Grade," *Reading Teacher,* 20 (May 1967), 730-739.

Compares children learning to read materials with varying degrees of grapheme-phoneme correspondences and materials with varying emphasis on language structure as related to meaning. Ruddell's conclusions suggest that significant relationship exists between children's ability to control syntactic aspects of their oral language and their ability to comprehend written language.

TATHAM, SUSAN MASLAND. "Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study at Grades Two and Four," *Reading Research Quarterly*, 5 (Spring 1970), 402-426.

Reports using a comprehension measure based on children matching a sentence to a matching picture. Tatham concludes that her subjects are better at comprehending materials written in language patterns more familiar to them (based on Strickland's analysis) than those written in less familiar patterns. Additional information is provided on grade level difference and implications for reading instruction and materials are suggested.

ZEMAN, S. S. "Reading Comprehension and Writing of Second and Third Graders," *Reading Teacher*, 23 (November 1969), 144-150.

Investigates the relationship between reading comprehension with basic sentence types and the sentence patterns used in the written compositions of second and third graders. In some sentence types the grade was more significant than any other variable. Children use three structural patterns with similar frequency regardless of reading comprehension scores.

THE READING TEACHER AND LINGUISTICS

BLAKE, ROBERT W. "Once Upon a Morpheme: An NDEA Institute in Applied Linguistics for the Elementary School Teacher," *Elementary English,* 46 (March 1969), 318-324.

Describes objectives, program, and evaluation of a linguistic institute held for teachers. Blake explores additional problems of inservice training for teachers in the area of linguistics.

BOTEL, MORTON. "What Linguistics Says to This Teacher of Reading and Spelling," *Reading Teacher,* 18 (December 1964), 188-193.

Discusses intonation and patterns in spelling and syntax. Botel suggests ways children can be helped to develop and use linguistic abilities in reading.

COOPER, BERNICE. "Contributions of Linguistics in Teaching Reading," *Education,* 85 (May 1965), 529-532.

States that at present the greatest contribution of linguistics to the teaching of reading may be to give the teacher greater understanding of the nature of language. The author believes that current suggestions by linguists for beginning reading instruction may be oversimplified. She uses Fries to demonstrate her position.

FLEMING, JAMES T. "Oral Language and Beginning Reading: Another Look," *Reading Teacher,* 22 (October 1968), 24-29.

Examines the highly complex relationship of oral language and beginning reading. Fleming presents various views of the nature of language in relation to the nature of learning and cautions against overuse of isolated vocabulary activities in favor of word meaning within syntactic patterns. He also discusses teachers' attitudes toward nonstandard English.

GLIM, THEODORE E. "What Linguistics Can and Cannot Say to a Reading Teacher," in J. Allen Figurel (Ed.), *Reading and Inquiry,* 1965 Proceedings, 10. Newark, Delaware: International Reading Association.

Explores several kinds of knowledge that teachers of reading can draw from the linguist. Glim deals with symbols, patterns in sounds and spelling, word order, and intonation. He calls for integration of this knowledge into an interdisciplinary approach to reading.

GOODMAN, YETTA. "Using Children's Miscues for Teaching Reading Strategies," *Reading Teacher,* 24 (February 1970), 455-459.

States that some reading miscues are better than others. They reveal children's strengths as well as weaknesses. Teachers need to know which are good miscues that indicate the reader's control of the reading process.

GOODMAN, YETTA, and CAROLYN BURKE. "Do They Read What They Speak," *Grade Teacher,* 26 (March 1969), 144-150.

Indicates how linguistic principles can be applied to analysis of reading miscues and what insights this can give a teacher concerning the strengths and weaknesses of a specific reader.

GOODMAN, KENNETH, et al. *Choosing Materials to Teach Reading.* Detroit: Wayne State University Press, 1967.

Contains an impartial consumer's guide to criteria used in constructing materials to teach reading. Chapters deal with educational, psychological, sociocultural, linguistic, and literary criteria. Users are expected to make their own priorities in applying the criteria to selection of materials.

MARTIN, BILL, JR. "Helping Children Claim Language through Literature," *Elementary English,* 45 (May 1968), 583-591.

Makes distinctions between the language of the home, society, and literature. Martin proposes use of the language of literature to bridge the gap between "home" and "societal" language. He says that will build a love of language in children.

MC CULLOUGH, CONSTANCE M. "Linguistics, Psychology, and the Teaching of Reading," *Elementary English,* 44 (April 1967), 353-362.

Raises the importance of teachers being sophisticated about language and examines the decoding of meanings.

SHREWSBURY, JAMES B., JR. "Linguistics and the Elementary Teacher: A Call for a Change in Certification Requirements," *Elementary English,* 46 (March 1969), 342-346.

Explores the state of course requirements in linguistics for teacher certification. The author proposes a linguistic course for teachers.

THEORIES OF READING

CARROLL, JOHN B. "The Analysis of Reading Instruction: Perspectives from Psychology and Linguistics," *Theories of Learning and Instruction,* NSSE Sixty-Third Yearbook, Part I, 1964, 335-353.

Presents the application of psychological theory and linguistic knowledge to the teaching of reading. It deals more with the sound-symbol relationship, word recognition and stimulus-response relationships of reading behavior than with the areas of syntactic and semantic relationship of utterances. It suggests numerous problems of psychological theory in describing reading behavior.

CARVER, RONALD P. "A Computer Model of Reading and Its Implications for Measurement and Research," *Reading Research Quarterly,* 6 (Summer 1971), 449-471.

Presents a model of reading as information processing using the analogy of the computer. Carver specifically rejects behavioristic, stimulus response approaches in reading research and argues for focus on the input and storage phases of reading in research.

GOODMAN, KENNETH S. "Reading: A Psycholinguistic Guessing Game," in Harry Singer and Robert Ruddell (Eds.), *Theoretical Models and Processes in Reading.* Newark, Delaware: International Reading Association, 1970, 259-272.

Describes the reading process as a guessing game, in which the reader samples from the text, using minimal graphic, semantic, and syntactic information to predict the meaning. A model of the process is included.

GOODMAN, KENNETH S. "The Psycholinguistic Nature of the Reading Process," in Kenneth S. Goodman (Ed.), *The Psycholinguistic Nature of the Reading Process.* Detroit: Wayne State University Press, 1968, 13-26.

Defines and contrasts recoding, decoding, and encoding. The author argues that reading must produce meaning.

GOODMAN, KENNETH S. "Psycholinguistic Universals in the Reading Process," *Journal of Typographic Research,* 4 (Spring 1970), 103-110.

Expands on a psycholinguistic theory of the reading process to include languages and orthographies other than English. The author speculates on the extent to which reading is a universal process.

HOCHBERG, JULIAN, and VIRGINIA BROOKS. "Reading as an Intentional Behavior," in Harry Singer and Robert Ruddell (Eds.), *Theoretical Models and Processes in Reading.* Newark, Delaware: International Reading Association, 1970, 304-315.

Asserts that readers use their knowledge "about language and about writers" even in deciding the points at which to make fixations. Intention is a vital part of initiating and maintaining reading behavior in their view. Helping children to organize their intentions may involve encouraging children to predict and anticipate.

HOLMES, JACK, and HARRY SINGER. "Theoretical Models and Trends Toward More Basic Research in Reading," *Review of Educational Research,* 34 (April 1964), 127-155.

Reviews literature for the preceding three-year period and presents various new models that are focusing on the reading act. Among the various models is one based on structural linguistics.

JENKINSON, MARION D. "Sources of Knowledge for Theories of Reading," *Journal of Reading Behavior,* 1 (Winter 1969), 11-29.

Discusses reasons for failure to evolve reading theories despite years of much investigation. Jenkinson suggests the hope for model making in reading; lists questions regarding the acquisition and assimilation of reading; and examines aspects of philosophy, linguistics, and psychology which might facilitate development of a learning theory.

KOLERS, PAUL A. "Reading Is Only Incidentally Visual," in Kenneth S. Goodman and James T. Fleming (Eds.), *Psycholinguistics and the Teaching of Reading.* Newark, Delaware: International Reading Association, 1968, 8-16.

Reviews Kolers' research on adult reading of distorted material. This material is either produced by geometrically transforming the letters or mixing languages for bilingual subjects. From a study of the errors his subjects produce, Kolers concludes that reading is only incidentally visual and therefore reading instruction should emphasize the "clue search and information-extracting characteristics of reading."

LEFEVRE, CARL A. "A Symposium on Reading Theory," *Journal of Reading Behavior,* 1 (Winter 1969), 3-9.

Concerns the multidisciplinary nature of reading content, process, and instruction. The author lays the ground rules for this and the following issue dealing with the need for a theoretical framework for reading. Other individual articles are cited separately.

LLOYD, DONALD. "Reading American English as a Native Language," in J. Allen Figurel (Ed.), *Challenge and Experiment in Reading,* Proceedings of the International Reading Association, 7, 1962. New York: Scholastic Magazine, 247-251.

Demonstrates, with examples, how the reader puts his knowledge of language to work in reading. Lloyd discusses intonation, syntax, and vocabulary.

LLOYD, DONALD, and HARRY WARFEL. "The Structural Approach to Reading," *School and Society,* 85 (June 1957), 199-201.

Suggests that the key for learning to read lies in having the child relate his own expert knowledge of oral language to the material he reads. Linguistic principles about the relationship between speaking and writing are presented.

REED, DAVID W. "A Theory of Language, Speech and Writing," in Harry Singer and Robert Ruddell (Eds.), *Theoretical Models and Processes of Reading.* Newark, Delaware: International Reading Association, 1970, 219-238.

Suggests that both speech and writing are external expressions of language rather than counterparts of each other. Each is systematic and regular in itself. Reed argues that what is needed in building reading programs is not phonics or word recognition, but rules governing movement from language to speech, language to writing, and the reverse of both.

ROSENBLATT, LOUISE M. "Toward a Transactional Theory of Reading," *Journal of Reading Behavior,* 1 (Winter 1969), 31-50.

Presents a transactional view of reading which suggests the importance of the reader and text in a dynamic reading transaction. Rosenblatt raises research questions which need to be answered based on such a theory.

RUDDELL, ROBERT B. "Language Acquisition and the Reading Process," in Harry Singer and Robert Ruddell (Eds.), *Theoretical Models and Processes in Reading.* Newark, Delaware: International Reading Association, 1970, 1-19.

Summarizes research on child language development and relates it to reading and learning to read. Includes research recommendations and an extensive bibliography.

RUDDELL, ROBERT B. "Psycholinguistic Implications for a Systems of Communication Model," in Kenneth S. Goodman and James T. Fleming (Eds.), *Psycholinguistics and the Teaching of Reading.* Newark, Delaware: International Reading Association, 1968, 61-78.

Presents ". . . an overview of selected linguistic and psycholinguistic variables related to decoding and comprehending language." Ruddell then attempts to integrate these variables into a "systems of communication model."

RYAN, ELLEN B., and MELVIN I. SEMMEL. "Reading as a Constructive Language Process," *Reading Research Quarterly,* 5 (Fall 1969), 59-83.

Views correspondences between printed and spoken messages as based more on meaning than on pairing visual and auditory forms. Authors assert that children should, therefore, be encouraged to develop strategies for getting meaning even in early instruction in reading.

SINGER, HARRY, and ROBERT B. RUDDELL (Eds.). *Theoretical Models and Processes of Reading.* Newark, Delaware: International Reading Association, 1970.

Presents a two-part volume dedicated to Jack Holmes. Part 1 contains original papers, some of which are cited separately in this bibliography under appropriate headings. Part 2 consists primarily of articles reprinted from other sources, several of which are cited in this bibliography from the original source.

SMITH, FRANK, and DEBORAH L. HOLMES. "The Independence of Letter, Word, and Meaning Identification in Reading," *Reading Research Quarterly*, 6 (Spring 1971), 394-415.

Distills from psychological, linguistic, and psycholinguistic research proof for the proposition that "Memory and visual information-processing constraints preclude the prior identification of individual letters or words if comprehension is to be achieved." The same text, the authors argue, may be analyzed for letters, for words, or for meaning. Reading must involve the latter to be effective.

VENEZKY, RICHARD L., and ROBERT C. CALFEE. "The Reading Competency Model," in Harry Singer and Robert Ruddell (Eds.), *Theoretical Models and Processes in Reading*. Newark, Delaware: International Reading Association, 1970, 273-291.

Offers a model of competent reading consistent with structural linguistics and behavioral learning theory. The authors suggest programs of research for verifying the aspects of the model.

WARDHAUGH, RONALD. "Linguistic Insights into the Reading Process," *Language Learning*, 18 (December 1968), 235-252.

Presents the views of the reading process held by Bloomfield, Fries, Venezky, Chomsky, and Halle and some of the solutions to the teaching of reading they propose. Wardhaugh suggests the strengths and weaknesses of their positions and applications and calls for interdisciplinary work to improve understanding of the reading process and the teaching of reading.

WARFEL, HARRY R. "Reading in the Light of Major Forms and Objectives," in J. Allen Figurel (Ed.), *Challenge and Experiment in Reading*, Proceedings of the International Reading Association, 7, 1962. New York: Scholastics, 253-256.

Discusses communication as interaction of "the human body, the language code, and the vocabulary manipulations of an area of knowledge."

WORD RECOGNITION

BETTS, EMMETT. "Word Perception Skills for Tomorrow," *Education,* 85 (May 1965), 523-528.

Suggests that with the help of linguists and psychologists the development of word perception skills is aiding reading instruction. Linguists offer a scientifically based phoneme-grapheme relationship, while psychologists suggest ways of teaching these relationships. Both linguistics and psychology provide greater understanding of the relationship between reading and thought.

GAGON, GLEN. "Modern Research and Word Perception," *Education,* 86 (April 1966), 464-467.

Reviews studies related to visual, auditory, and kinesthetic perception in the process of word perception. Gagon raises the question of how much word analysis a reader needs.

GOVE, PHILLIP B. "Reading from the Lexicographer's Viewpoint," *Reading Teacher,* 18 (December 1964), 199-201.

Discusses how lexicographers determine word meanings.

LEFEVRE, CARL A. "Simplistic Standard Word-Perception Theory of Reading," *Elementary English,* 45 (March 1968), 349-353, 355.

Attacks the notions that the unit in reading material is the word. The author uses a psycholinguistic argument to support his view that the sentence is the basic meaning bearing unit in reading.

MELTZER, NANCY, and ROBERT HERSE. "The Boundaries of Written Words as Seen by First Graders," *Journal of Reading Behavior,* 1 (Summer 1969), 3-14.

Reports doubt that first graders really know what words are. The authors conducted a study in which they found that children frequently equate words and letters and go through a number of other misconceptions before becoming aware that space separates words.

SHUY, ROGER W. "Some Language and Cultural Differences in a Theory of Reading," in Kenneth S. Goodman and James T. Fleming (Eds.), *Psycholinguistics and the Teaching of Reading.* Newark, Delaware: International Reading Association, 1969, 34-47.

Selects two dimensions of children's learning to read to illustrate the need for concern for how language is learned and how culture influences learning. Specifically Shuy deals with dialect differences of black children and with syllables in English words.

WEAVER, WENDELL W. "The Word as the Unit of Language," *Journal of Reading,* 10 (January 1967), 262-268.

Presents a very thorough survey of psycholinguistic research and thought on

language units, particularly words. Weaver demonstrates that words are not self-evident or functionally valid units.

WILLIAMS, JOANNA P., and HARRY LEVIN. "Word Perception: Psychological Bases," *Education*, 87 (May 1967), 515-518.

Assumes that "making the correspondence between the written symbols and the elements of the spoken language which they represent is fundamental to the reading process." The authors present research which might suggest how this skill develops. They examine graphemic cues, grapheme-phoneme correspondence, and context cues and suggest implications for the teaching of reading.

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